

THE COLUMBIAN UNIVERSITY.

PRESIDENT'S ANNUAL REPORT

FOR THE
Year 1888-1889.

WASHINGTON :
GIBSON BROS., PRINTERS AND BOOKBINDERS.
1889.

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PRESIDENT'S REPORT.

*To the Honorable and Reverend the Overseers
and Trustees of the Columbian University:*

I have the honor herewith to submit my annual report on the operations of the University in all its departments.

The aggregate number of students in attendance during the year just closed has been 555—the largest in the history of the University. This aggregate was distributed as follows: in the Preparatory School, 81; in the College, 40; in the Corcoran Scientific School, 96; in the Medical School, 122; in the School of Dentistry, 14; in the Law School, 202.

The Preparatory School has not reached its limit of 100 pupils, in spite of all the zeal and energy brought to its administration by the learned and faithful Principal. For particulars I invite your attention to Prof. Montague's report in the Appendix.

The College proper has witnessed a slight increase in the number of its matriculates, and while the exercises of the year have been attended with great regularity and order, the studies of the pupils have been so distributed in the several schools under our elective system that there has been during the year no candidate for any full degree. Degrees are given only after stringent examinations in all studies required for them. No degree is given in course. More than the usual number of students have, however, attained to Diplomas in the several schools, and to Certificates of Proficiency in separate studies. For work done by each Professor in his respective school, I refer to the Appendix.

The Corcoran Scientific School has been largely attended during the year, but here, too, the work of the students has necessarily run into specialties, instead of tending to the full degrees of Bachelor of Science, &c. This must needs be the case so long as the School is destitute of the necessary apparatus and of any endowment for the assurance of a competent recompense to the Professors. One student has attained to the degree of Bachelor of Science. Many have received Diplomas and Certificates. The report of the Dean may be found in the Appendix.

The Medical College is in a very flourishing condition. At the annual commencement in March last, 20 graduates received the degree of Doctor in Medicine. The thoroughness of the instruc-

tion given by the School received a gratifying confirmation soon after the commencement. One of our graduates entered a competition for a responsible post in the Charity Hospital of New York city, and though many graduates from distinguished medical schools in New York and Philadelphia shared in the competition the palm was awarded to the bearer of our diploma.

The Dental School is small in numbers, but gives promise of growth under the conduct of its skilful Professors. At the commencement in March three graduates received the degree of Doctor in Dental Surgery, of whom two were women.

The Law School continues to furnish the main body of our University students, and was never better equipped for the work which has given it such a high place among the Law Schools of the country. Important additions have been made to its library. The accession of Prof. Henry E. Davis, LL.M., to the work of instruction in the School of Practice has brought new vigor to that department. The burden of the instruction in the Undergraduate Department continues to be borne by Professors Cox and Maury, of whom it would be impossible to speak in too high praise. The School has been favored during the year with extraordinary lectures on the Law of Patents by George Ticknor Curtis, Esq., of New York; on Criminal Pleading and Practice by the Hon. Augustus S. Worthington, LL. B., some time U. S. District Attorney for the District of Columbia, and on Practical Commercial Law by our colleague, William F. Mattingly, Esq., well known as a distinguished graduate of our College and as a leading member of the District bar. To these should be added a course of useful lectures on the History of Law delivered with great acceptance by Prof. Davis.

The School, however, has to mourn the loss of a distinguished ornament in the death of Dr. Francis Wharton. It is a loss which the University shares in common with the votaries of juridical learning throughout the civilized world. The fame of Dr. Wharton as a jurist was European as well as American.

At the Commencement of the Law School held on the 11th instant, 46 students received the degree of LL. B., and 27 the degree of LL. M.

No honorary degrees have been conferred by the University during the year.

The duties of the Librarian's post have been admirably per-

formed during the year by Mr. Geo. L. Wilkinson, B. S. Two hundred and sixty-seven volumes have been added to the Library during the year—188 by purchase ; 79 by gift. Some of these gifts have come from our graduates, and are very valuable as works of reference.

A fund amounting to \$77.50 has been raised during the year, subscribed mainly by members of the Faculties and by two of our Trustees, Dr. Gallaudet and Mr. Given, for the purpose of stocking the reading-room with current newspapers and periodicals. The religious press is mainly represented in our newspaper list. The number of our different periodicals is 43. The total number of volumes, periodicals, and pamphlets received during the year is 796.

Two courses of public lectures have been given during the year under the auspices of the University. The first course comprised three lectures in French and three in German. The second comprised a series of ten lectures on "The Human Emotions as exemplified in Philosophy, Literature and Art." The participants in the first course were Messrs. Frank Claudy, Henry L. Thomas, H. H. Müller, and B. Fernow. The participants in the second course were Messrs. Otis T. Mason, A. J. Huntington, S. M. Shute, Andrew P. Montague, A. G. Wilkinson, L. D. Lodge, E. F. Andrews, Henry Ulke, and the President of the Faculties. The lectures were attended by large audiences and evidently made a good impression on the intelligent people of Washington. The expenses of both courses were borne by the Faculty of the College, and my thanks are due to Prof. Gore for his kindness in relieving me from all duties pertaining to the executive details of these lecture courses.

The Alumni Association of the University continues to grow in efficiency and interest. An Alumni banquet was attended by nearly a hundred graduates in the month of April last. The Alumni Association has taken the Library of the University under its special care, and generous contributions have been made to this end, among which a gift of \$250 by John B. Larnier, Esq., for the establishment of a permanent Library Fund, deserves signal mention. The Library is also indebted to the late Dr. Harvey Lindsly, to Wm. A. DeCaindry, Esq., to Wm. Tayloe Snyder, Esq., and others, for valuable gifts of books. The total fund raised for the benefit of the Library amounts to \$275.

Under the rules of the corporation it is made the duty of the President, in submitting his annual report on the operations of the University, to accompany that report "with such recommendations and suggestions as shall seem to him appropriate."

The critical stage which the University has reached at the present juncture in its history seems to call at once for retrospection and circumspection.

On my accession to the Presidency of the Columbian University (then the Columbian College), in 1871, I found it without any endowment, without any vested funds save the "Davis Prize Fund" of \$500, and the treasury was burdened by a debt of more than \$30,000. The University, however, had a large unproductive real estate. In a report made to the corporation on 9th of October, 1872, acting on a hint received from Mr. Corcoran, I recommended that measures should be immediately initiated for raising a "Permanent Endowment Fund" of \$250,000. Messrs. Corcoran, F. Wilson, and Woods were appointed a committee to concert measures to this end. The steps thus taken resulted, through many windings and hindrances, in the establishment of the Corcoran Endowment Fund, which constitutes the first working endowment which the University has ever had.

In a report made to the Board of Trustees on the 18th of December, 1872, and therefore after Mr. Corcoran had made to us his pledge of the "Trinidad" property, I submitted some observations on the "Washington Educational Outlook." These observations were printed by order of the Trustees that they might be communicated to the Overseers in advance of a joint meeting to be held by the corporation for the purpose of "discussing these recommendations and suggestions." The suggestions ran as follows:

"With unrivalled educational advantages, afforded to us free of cost by the felicity of our position at this national centre, we are compelled to forego them all for the want of a Faculty to utilize them. And while thus failing to rise to the height of our privileges, we are daily incurring the risk of losing the vantage ground we now occupy, for if *we* do not soon avail ourselves of these rare advantages, it cannot be doubted that others

will be raised up to fulfil the mission in which we shall have failed through our own default.

"Considered with reference to the public wants in the matter of liberal learning, there is room in the city of Washington only for a *great University*. A small College is not needed here, for the work of a 'small College' can be more cheaply done by similar institutions in Maryland and Virginia. As a rival of 'small Colleges' in the adjoining States, the Columbian College must soon 'go to the wall;' for it has less territory than they from which to recruit its pupils. But as a rival of *great seats of learning*, drawing patronage from near and far, like those at Cambridge, New Haven, Princeton, and Charlottesville, there is a magnificent field open to it for successful competition and for perennial usefulness. Until our College shall be placed on *this* broad and elevated basis, it must miss 'the prize of its high calling.' And to reach this broad and elevated basis we *must* have an endowment somewhat approaching that of the great Colleges and Universities, among which we should aim to take rank if we wish to preserve our 'right to be.' With a free endowment, yielding an annual income of \$30,000 or \$40,000, we could successfully essay the experiment of establishing the beginning of a great University, and, with such a beginning, new departments of instruction would crystallize around the educational centres already created, until, in the end, the people of the United States might come to point with as much pride to the Columbian University as the people of Germany point to the University of Berlin, as the highest seat of learning in the land. Any aspiration lower than this tends to defeat our manifest destiny, if not to imperil our existence.

"The expediency of selling the large and valuable tract of land now occupied by the College—of purchasing a new seat within the city, and of investing the remainder of the proceeds as a permanent endowment, has been recently mooted among some friends of the College in Baltimore, and is eminently worthy of your consideration, from the better judgment you can form in the premises, owing to your local knowledge of matters affecting the financial interests of the institution. If we ever rise to the dignity of a great University we must have a Scientific School, and the Professors in that School will use the cabinets and even the rooms of the Smithsonian Building for purposes of instruction. This privilege has been already secured."

In the annual report made by the Board of Trustees to the corporation under date of June 24, 1876, the following language was held:

"No increase of students can be expected in the College until there shall have been an enlargement of the Faculty and of its courses of instruction. On the contrary, we may justly and naturally look for a constantly increasing diminution of the number of the matriculates unless steps be taken to amplify and improve the educational facilities of the in-

stitution. * * * While we wait, the Johns Hopkins University is entering the field."

What was prediction in 1876 is history in 1889. The Johns Hopkins University is already utilizing, to some extent, the educational opportunities of Washington. The new Catholic University has been laying its foundations, while we have done absolutely nothing for the replenishment of the College Faculty or for the development of the University in any branch of the highest learning.

I adhere in 1889 only the more emphatically to the opinion expressed in 1872, that it is only as a rival of "great seats of learning" that the Columbian University can ever realize the height of its mission. We were not without our hopes at one time that Mr. Corcoran might endow such a great institution on the basis of the Columbian University. If those hopes were not fully realized, we have none the less to confess our lasting gratitude to the princely benefactor who gave to us our Medical Building, the Trinidad property, \$30,000 towards the erection of our present University edifice, and who signalized his interest in the University by adding \$25,000 to the Corcoran Endowment on almost the last occasion when he was well enough to attend the sessions of the corporation. At a time when the University had little more than "a name to live," he breathed into its frame the breath of a new life.

The Columbian College, like all the great historic seats of learning in the country, was founded by a Christian denomination. As the Congregationalists founded Harvard and Yale, as the Presbyterians founded Princeton, as the Methodists founded the Wesleyan University at Middletown, Conn., and the Episcopalians founded Trinity College in Hartford, of the same State, so the Baptists founded the Columbian College in 1821 with the distinct and avowed intention that it should be not only a glory to their denomination, but also a glory to the Nation. They builded wisely, and in laying their foundations at Washington they "builded better than they knew." In the financial disasters which overtook the College soon after its establishment, and amid the straitened resources which have attended it in subsequent years, we can now see that it was only in a city like Washington that the College could have sustained itself under so many strokes of adverse fortune. The present num-

ber of its pupils, when we consider the paucity of the population which forms its local constituency, bears a striking tribute to the large percentage of the Washington public which is anxious to secure a collegiate education of some sort. And when to this percentage of our College students we add the large percentage which is pursuing advanced studies in the other departments of the University, we can easily perceive that the present prosperity of the institution is mainly due to the felicity of its position.

The spirit of education has recently brooded anew over the bosom of the Baptist denomination in the United States. An Education Society has been formed. Under the auspices of this Society nearly a million of dollars has already been raised for the purpose of founding a new seat of learning in Chicago and of fostering feeble institutions in the several States. A Committee of the Board of Management of this Society, after minutely inquiring into the surroundings of the University problem in Washington, has unanimously recommended that our University should be succored. [Details reserved for confidential communication.] And the men who make this recommendation are representative men, and men of mark in the Society. The Committee consists of Dr. J. M. Ellis, of Baltimore; Dr. George Dana Boardman, of Philadelphia; Dr. H. L. Morehouse, of New York; Prof. W. R. Harper, of Yale University, and Dr. A. C. Osborn, of Albion, N. Y.

The report of this Committee comes up for consideration at a special meeting of the Board of Management to be held in the city of New York in the month of October next.

It is known to most of you that I published a communication on the advantages and facilities of Washington as an educational centre in *The Examiner* of New York city, in the month of March last. That communication, with some additions, was subsequently printed in pamphlet form for the use of the Committee appointed to consider the Columbian University in its relation to national education, and copies have been distributed in other quarters. I append only a few of the many responses which this exposition has elicited.

From Prof. E. H. Johnson, D.D., of Crozer Theological Seminary.

CROZER THEOLOGICAL SEMINARY,

CHESTER, PA., March 20, 1889.

Pres. J. C. WELLING, LL.D.

MY DEAR SIR: I have read your article in *The Examiner* with the liveliest satisfaction that the cause it represents has been adequately advocated at just the right time. If your appeal does not secure the response it calls for the result will be more and worse than a tragedy—it will be a farce!

As a friend of education, and especially of education under religious auspices, I beg leave to offer you thanks and congratulations for the most impressive advocacy of an educational project that has fallen under my notice. One would say that your appeal cannot fail.

Yours very truly,

E. H. JOHNSON.

From the Principal of the State Normal School of Rhode Island.

STATE NORMAL SCHOOL,

PROVIDENCE, March 21, 1889.

MY DEAR DR. WELLING: I have just finished reading your admirable article in *The Examiner*, and have been profoundly impressed with the significance of the facts therein set forth. I hope the matter will receive from the denomination the attention which it deserves. I hope that steps will be taken to bring it to the personal attention of the officers of the Educational Society, and if practicable, to secure a consideration of it at the annual meeting of the Society in Boston.

Yours very sincerely,

THOMAS J. MORGAN.

From the Rev. Geo. D. Boardman, D. D., LL.D.

PHILADELPHIA, March 21, 1889.

MY DEAR PRESIDENT WELLING: I was deeply impressed by your letter in *The Examiner* of this week. * * *

I write by this mail to Dr. Ellis, of Baltimore, suggesting to him that he call an early meeting of his special committee.

The possibility is, indeed, majestic, and the little that I can do to help matters is gladly placed at your disposal.

Devoutly grateful that Providence has placed you in your commanding position, and praying you to accept the assurance of my personal regard, I remain, faithfully yours,

GEO. D. BOARDMAN.

From the Secretary of the Am. Baptist Home Mission Society.

NEW YORK, March 22, 1889.

Pres. JAMES C. WELLING,

Washington D. C.

DEAR BRO.: Yours of the 25th is at hand. Of course I read your admirable article in *The Examiner*. It is a cogent presentation of the arguments

in favor of a great university at Washington. I hope that we may live not only to see such a university established, but to see it a potent influence in our educational affairs. I shall be glad, as I may be able, to use my influence in bringing about this result. I believe that discussion is necessary, and that if it is only kept prominently before the denomination some man, or men, will rise up and say, we are prepared to give the money that may be necessary to establish the institution on a liberal basis.

In any event, you have thus far done your duty. The seed has been widely sown through the columns of *The Examiner*; the harvest may be expected in due time; but, like the husbandman, we may have to wait patiently for the harvest. May you be permitted, as president of the institution to eat of the first fruits.

Yours very truly,

H. L. MOREHOUSE,
Cor. Secy.

From Prof. Noah K. Davis, LL.D., of the University of Va.

UNIVERSITY OF VIRGINIA,

VIRGINIA, *March 23, 1889.*

President JAMES C. WELLING, LL.D.

MY DEAR SIR: On reading your very able and demonstrative article in the *N. Y. Examiner* of this week, I feel moved to write you a little note expressing my heartfelt sympathy with your arduous labors and your grand projects. They are not new to me, but just now I am inspired with more hope of your complete and brilliant success than ever heretofore. I devoutly pray that at least five millions may be soon donated to Columbian University, which, I believe, would be the best possible investment of that sum for the benefit of posterity and the cause of scientific and religious truth. There has never been any question in my mind as to the place or the nucleus of a great Baptist University, and how there could be any in anybody's mind after your article I am unable to see. Moreover, the *time* has come—NOW OR NEVER.

With all good wishes for your speedy and complete success in this magnificent project, and for your personal welfare, I am, my dear sir, yours very sincerely,

NOAH K. DAVIS.

From a Member of our Board of Overseers.

BALTIMORE, *March 26, 1889.*

Prof. WELLING.

MY DEAR BROTHER: *The Examiner* you were so kind to send me received. Have read your article with thrilling interest. All friends of the University will thank you for it. I hope it may arouse our people to the importance of improving their opportunity.

The great mass of the people are ignorant of the facts you have given.

As you have gained the consent of your mind to come to the front on this subject, let me beg you to stay there.

With best wishes for yourself, personally, and for the University, I am,
Yours sincerely,

JNO. W. M. WILLIAMS.

From Dr. Edward Bright, Editor of the N. Y. Examiner.

NEW YORK, March 27, 1889.

MY DEAR DR. WELLING: The more I think of your article in *The Examiner* of last week, and the reception that it is having, the deeper is the conviction that you will have to take it upon yourself, personally, to see about obtaining the first million. Nobody can do it half as well as you can do it, and it never can be done in any other way than by a face-to-face application to the men that can give large sums. It strikes me that the first thing to do is to make out a list of the men, and then for you to go to work and make it the crowning success of your life to have the Columbian University sure of the position and career that you have pleaded for with so much force. If you will make out the names of such men as occur to you I will suggest others if the right names occur to me. It seems to me to be of the utmost importance that we should have your University in the way of being all that you desire before the Catholics get their university on its feet.

Excuse these suggestions, and believe me to be very truly and hopefully yours,

EDWARD BRIGHT.

From a Member of our Board of Overseers.

BALTIMORE, March 28, 1889.

MY DEAR BROTHER: As one of the Overseers of the Columbian University, I desire to thank you for your letter in *The Examiner* of May 21st. You have done well, I think, in your striking way, to call attention at this time to the claims of the University on our denomination, and, in this connection, to the very great advantages of Washington city as an educational centre. Surely, neither has been sufficiently appreciated, and, in writing as you have done, you place the responsibility of the hour upon the shoulders of our Christian people, where it properly belongs. I thank you, and, for one, I am in hearty sympathy with your National Baptist University plan, and do hope that our denomination will now see face to face, and will not be slow, as a people, to improve the rare opportunity that has come up now for high and wide spread Christian education.

Yours very truly,

JAMES POLLARD.

From a Member of our Board of Overseers.

BALTIMORE, March 30, 1889.

DEAR DR. WELLING: I have been greatly impressed with the extraordinary advantages which Washington offers as a site for a university of the largest, broadest character.

The array of facts touching the Columbian University, as to its history, present surroundings, and possible future, if properly endowed, which you presented so lucidly—indeed vividly—in *The Examiner* of last week, are so overwhelming to my mind that I fear even you would regard me as an enthusiast whose expressions must be discounted.

I favor the founding of academies and colleges at central points all over our country, but that need not prevent our large-hearted, intelligent, liberal givers from uniting in offering to the Baptist denomination of the United States the finest opportunity for the broadest culture ever presented.

Give me spiritual discernment first, of course, but let it not stop there, for in this age there must be an insight into men and things, which can only be obtained from such an institution as Columbian University should be. I dare not pray for wealth, but if I had it my acts would but confirm my words. God bless you and your work.

Sincerely,

GEO. O. MANNING.

From the Rev. A. C. Osborn, D.D., of Albion, N. Y.

ALBION, ORLEANS CO., N. Y., *April 1, 1889.*

MY DEAR BROTHER: Permit me first of all to thank you again and again for the remarkably full and impressive article in a late number of *The Examiner*. I read it and the editorial comments with the greatest satisfaction. It can but give a marked impulse to the work we have so much upon our thoughts and our hearts. * * *

Yours most truly,

A. C. OSBORN.

From the Librarian of Brown University.

PROVIDENCE, R. I., *April 1, 1889.*

JAS. C. WELLING, LL. D.,

Pres. Columbian Univ.

DEAR SIR: I have read your article in *The Examiner* of the 21st with great pleasure. The arguments are unanswerable, and the facts are stated very clearly and with conciseness. I have laid it away for future reference. Meeting Gen. Morgan a few moments ago, he wished me to *write* to you what I *stated* to him on the subject. Excuse the liberty which I, as a stranger, take in so doing. I sincerely hope the great Baptist denomination may show themselves to be as wise as the Roman Catholics in this matter, and liberally endow Columbian University.

Yours very sincerely,

REUBEN A. GUILD,

Librarian, etc.

From a Member of our Board of Trustees.

WASHINGTON, *April 6, 1889.*

DEAR DOCTOR WELLING: Thanks for the privilege of reading your article in *The Examiner*. You are right in your views and conclusions.

With the money we could before very long have the best University in our country. I should be proud to be connected with such a university.

Yours truly,

GARDINER G. HUBBARD.

From the Rev. Frank M. Ellis, D. D., Baltimore, Md.

BALTIMORE, May 4, 1889.

MY DEAR BROTHER: * * * The more I think over the "Columbian" conception and prospects, the more am I persuaded that a greater university could be built there [in Washington] with \$5,000,000, for the Baptists, than could be built for them in New York city for \$20,000,000, and the work could be done in one-half the time, which is a vital point. * * *

Yours truly,

F. M. ELLIS.

From the Rev. Dr. H. G. Weston, President of Crozer Theological Seminary.

CHESTER, PA., May 10, 1889.

MY DEAR DOCTOR WELLING: * * * My sympathies and my judgment are entirely with you, and have been from the beginning. Washington possesses advantages for such a university as we ought to have which are not to be secured in any other place. You have the best wishes of the faculty.

Yours most truly,

H. G. WESTON.

From the Rev. J. B. Thomas, D. D., LL.D., of Newton Theological Institution.

NEWTON CENTRE, May 11, 1889.

MY DEAR DOCTOR WELLING: I have received and read, as I had already carefully read in *The Examiner* in briefer form, your statement of the case for a national Baptist University at Washington.

I do not see how an unbiassed mind can for a moment resist the cogency of the reasons presented by you in behalf of such an enterprise.

Two additional circumstances which you might not prudently emphasize in your argument will no doubt occur to many as lending significance to such a movement *there* and *now*. First, that there is little hope of securing actually national coöperation at any other point; and, secondly, that we are by antipodal proclivities the natural standard-bearers of Protestantism.

Chicago is certain to be reinstated as a collegiate institution, and certainly ought to be. But the planet will not get in the way of the sun.

The only criticism I have to suggest is that you are not bold enough in your demands. Not less than two and a half millions ought to be set as the immediate mark to be aimed at. It is true, as you urge, that a university must be a growth; but nature starts not with the molecule, but a cell-germ.

Heartily wishing and hoping for a generous recognition of the claims so admirably set forth in your pamphlet, and a corresponding response, I am,
Yours faithfully,

J. B. THOMAS.

From Prof. G. Brown Goode, Ph D., Asst. Secretary of the Smithsonian Institution, in charge of the U. S. National Museum.

WASHINGTON, June 1, 1889.

MY DEAR DR. WELLING: I have been very much interested in all that you have written about the establishment of a university in Washington, and I sincerely hope that you will continue to agitate the subject until something shall have been accomplished. Washington is already one of the principal intellectual centres in America. Its progress within the past ten years has been marvellous, especially that made since 1885. This advance is shared in and promoted to such an extent by the country at large that it is quite safe to say that its scope is not local but national.

You have shown conclusively that there are very important educational agencies here in Washington which are capable of great usefulness in connection with the work of a university.

If our active, and by no means small, community of investigators were reinforced by the presence of a large and vigorous university faculty, its productiveness could be greatly increased. Many of those now engaged solely in research could, with advantage to their present work, render service as instructors, and the laboratories, collections, and libraries, public and private, as well as the societies and other institutions in the city, could, indirectly, if not directly, be made tributary to the work of a university.

If this is true of the scientific institutions and workers it will doubtless be found equally true in other departments of the intellectual activity of Washington.

Yours very sincerely,

G. BROWN GOODE.

From the Rev. Dr. Bright, Editor of The Examiner.

NEW YORK, June 2, 1889.

MY DEAR DR. WELLING: * * * You must hold fast to your hope about Columbian University. I cannot believe that all will not turn out according to your view, even though it puts your patience to rather severe tests.

Very sincerely yours,

EDWARD BRIGHT.

NEW YORK, June 6, 1889.

DEAR DR. WELLING: I expect to leave on the 13th by the steamer *State of Nebraska* for Glasgow, to take a vacation of about three months, most of which will be spent in Europe. Before I go I wish to reassure you of my profound interest in the establishment of Columbian University on a better footing at our national Capital. I hope you will find encourage-

ment this summer in your correspondence and in your personal interviews with men of means. Your pamphlet and the article in *The Examiner* have made a very deep impression on many minds, and men frequently say to me that Washington is the place for such an institution. * * *

Yours very truly,

H. L. MOREHOUSE.

It will thus be seen that the Columbian University has, during the last year, greatly widened the constituency which takes an interest in its prosperity. And I can attest that this interest, at once deep and enthusiastic, is felt by men of the clearest light and foremost leading in the whole Baptist denomination. And the interest is not confined to men of that denomination alone, but has extended to friends of liberal learning without distinction of creed. It has been frankly recognized that a great university is pledged by the very conditions of its greatness to be unsectarian in its administration. A seat of learning becomes the glory of the denomination which founds and fosters it precisely in proportion as that seat of learning draws students from all denominations by the attractive power of its faculties and lecture courses, as we see in the case of Harvard, Yale, and Princeton colleges.

As I am required to accompany this report with such recommendations as I may deem appropriate, I beg leave to submit the following:

I respectfully recommend, in view of the facts and testimonies just recited, that vacancies in our Boards of Overseers and Trustees shall be filled only with the gravest deliberation, and with supreme regard to that widening career which awaits our University, as we hope, in the near future.

I respectfully recommend that a special meeting of the corporation be called at such time in November next, or earlier, as may be deemed expedient, for the purpose of considering our "University outlook" in the phase it may assume at that date, after the Board of Management of the Education Society shall have taken action upon the report of the Committee above indicated.

I respectfully recommend that the corporation hold a special meeting in this city in the first week of March next (on such day as may be found most convenient after correspondence with the members of the Board of Overseers), to the end that steps may then be taken in the direction of organizing new courses of instruction under the auspices of the University. Some re-organi-

zation will certainly be necessary in advance of the scholastic year 1890-'91.

The Treasurer's Report shows that the liabilities of the University during the last fiscal year have slightly exceeded its income. This deficit has not resulted from ordinary "running expenses," but from a few items of extraordinary expenditure and from the interest cost of the debt incurred by the corporation in building the new University edifice. Yet similar deficits are liable to recur, on the present basis of our operations, and accordingly I respectfully recommend that, in the absence of moneys specifically raised for the purpose of meeting any contingent or ascertained deficit arising during the next fiscal year, such contingent or ascertained deficit shall be met by a reduction of salaries, at such uniform rates as the Board of Trustees, at the middle or close of the next fiscal year, shall find to be just and equitable.

I respectfully recommend that a history of the University be prepared for publication by the U. S. Department of Education, and that \$100 be hereby appropriated for the compilation of the manuscript.

All which is respectfully submitted.

JAMES C. WELLING,
President.

THE COLUMBIAN UNIVERSITY,
June 12, 1889.

APPENDIX.

REPORT OF THE PRINCIPAL OF THE PREPARATORY SCHOOL.

THE PREPARATORY SCHOOL,

May 30, 1889.

PRESIDENT WELLING: I have the honor to submit to you the following report (my regular annual report), together with a special financial exhibit:

1. Students enrolled during the session of '88-'89, 81. Of these, two—Copeland and Wyard—have held the Powell scholarships; three—Lawrence, Hutchings, and Stuart—general scholarships.

2. The classes have generally made excellent progress. I would particularly commend the work done by Profs. Hodgkins and Lodge.

I have in a special report, previously submitted, made mention of Mr. Jackson's work.

3. There have been no serious cases of discipline. The conduct of the students has, as a rule, been excellent.

4. The school has made a fair start in the direction of a library. The proceeds from the entertainment last winter—\$75—have been expended in the purchase of suitable books.

5. I would recommend that applicants for Powell scholarships be in future formally examined by the principal, in order that their fitness may be fully tested.

The preparatory boys now in the Naval Academy have taken high rank, and we must maintain our reputation there.

Very respectfully yours,

A. P. MONTAGUE,

Principal.

Work of A. P. Montague in the Preparatory School.

First Latin Class, Prep. School, hours per week, four. 1st, Latin Grammar; 2d, Latin Exercises; 3d, one-half of Sallust's Catiline; 3½, Books of Virgil; 5, Orations of Cicero. Reading, *Critical and Sight*.

First Greek Class, Prep. School, hours (with me), two. 1st, Greek Grammar; 2d, Two books of Xenophon's Anabasis; 3d, Book III of Homer's *Iliad*. Reading, *Critical and Sight*.

Third Greek Class, Prep. School, hours per week, three. 1st, Harkness's First Greek Book, nearly to syntax, and Xenophon's *Anabasis* begun. Reading, critical, with parsing.

Roman History, Prep. School, hours, one. Myers's Ancient History, through the *Cæsars*.

First Class Spelling, hours, one (two halves). Westlake's Speller, completed.

First Class English Grammar, hours, one (part of session). (Powell Scholarship Work.)

Fourth Class Reading and Spelling, hours, 2½ per week. Worcester's Speller, one-half, and Reading, Book of Travels.

School Declamation, hours, one per week.

Total number hours per week of *actual teaching*, 21. Hours of supervision and class-visiting, 4. Grand total, 25 per week.

Respectfully submitted.

A. P. MONTAGUE,

Prof. of Latin and Prin. Prep. School.

THE COLUMBIAN COLLEGE.
SCHOOL OF ENGLISH.

TO JAMES C. WELLING, LL. D.,

President of the Columbian University:

The following brief statement will indicate what the different College classes have been doing during the present session of 1888-'89 in the School of English.

The Freshman Class.

The members of this class have had *two* recitations a week in Rhetoric, and *one* a week in History (American and English).

They have also had periodical instruction in Essay Writing and in Elocution, as well as constant familiar instruction in English Etymology.

Sophomore Class.

The members of this class have had *two* recitations a week in English Literature; *two* a week in Deductive Logic; *one* a week in elementary and advanced Anglo-Saxon; *one* a week in critical reading of eight or ten of the best of Shakespeare's dramas. They have had also periodic instruction in Essay-Writing and in Elocution, as well as in Dissertation—that is, a careful preparation of suitable literary material put into extemporized language.

The Junior Class.

The members of this class have had *two* recitations a week in Inductive Logic; *two* a week in a critical study of representative English prose writers, with illustrative readings from the best of them. Also *two* recitations a week in the History of Civilization, and *two* a week in critical readings of contemporaneous literature, as well as exercises in Essay-Writing and Dissertations.

I have also given *two* recitations a week in elementary Rhetoric in the Preparatory School (without remuneration).

I have also given *two* additional recitations a week in reading in English to the Interpreter to the Corean Embassy, he being a regular student in the College (without remuneration).

I have also given instruction in the Corcoran Scientific School during *four* nights in the week, one hour and a half each night (remuneration about \$1.30 for the year).

Respectfully submitted.

SAMUEL M. SHUTE,
Prof. of English Literature

SCHOOL OF GREEK.

COLUMBIAN UNIVERSITY,
May 29, 1889.

JAMES C. WELLING, LL.D.

DEAR SIR: Permit me, through you, to make a report to the Boards of Overseers and Trustees of the Columbian University of my work as a professor, for the year which has just closed.

I have given instruction in the ancient Greek language to the junior, sophomore, and freshman classes of the College, and to the first class in the preparatory school, and, in the Latin language, to the junior class in the College. I have, in past years, instructed the senior class also; but this year there have been no seniors in the department of Greek and Latin.

In Latin there have been *two* students of the junior class; in Greek, in the junior, sophomore, and freshman classes, *fourteen*; and, in the first preparatory class in Greek, *nine*.

To the junior class in Latin I have given *three* hours a week; to the juniors in Greek, *three* hours; to the sophomore, *three* hours; to the freshman, *four* hours; and to the preparatory class, *two* hours; besides considerable time which I have given to the young lady connected with the sophomore class.

The junior class have studied with me parts of the following authors: In Latin, Tacitus, Pliny the Second, Juvenal, and Cicero; in Greek, Euripides and Demosthenes. To these they have, in past years, added Sophocles, which also belongs to the junior course.

The sophomore class have studied portions of the Memorabilia of Xenophon and Isocrates; the freshman class, parts of the Iliad of Homer and of Herodotus.

In the Preparatory School (First Class) my instruction has been chiefly in Homer's Iliad.

No little attention has been bestowed, in all the classes, to the turning of English words and expressions into Greek, or to Greek composition, as, also, in the Junior Class, to Latin composition.

In all my classes a considerable part of my work has been the unfolding of the *principles* of the Greek language; and yet I have laid especial stress on *translation*, or on the adoption of English idioms and on elegant renderings.

My aim in the management of my department has been partly to make the students so well acquainted with the principles of the Greek and Latin languages that they may be able to read them with ease, and to appreciate their excellencies and their force; and partly to make these studies, no less than any other studies of the curriculum, an *intellectual discipline*, and of *practical utility*, first, by strengthening the *memory*; secondly, by cultivating the *reasoning faculties* by accustoming them to find out the exact meaning of difficult passages and the precise distinctions of thought in different constructions and expressions; thirdly, by *refining the taste* by a familiarity with the best models of literary composition; and, fourthly (not to mention other advantages), by *improving the diction* by the effort to translate words, idioms, and entire passages into the most forcible and elegant English.

Very respectfully submitted.

A. J. HUNTINGTON.

SCHOOL OF LATIN.

WASHINGTON, May 27, 1889.

To President WELLING:

Report of A. P. Montague, Prof. of Latin, for session 1888-'89.

Sophomore Class: Hours per week, three.

Work done during the session:

1st, Latin Grammar, studied and reviewed; 2d, Weekly Exercises, selected and original; 3d, Lectures on the Archaic Period of Roman Literature; 4th, Parallel Reading—Horace, Bk. III, Odes, and Cicero de Amicitia; 5th, Class Reading—Cicero de Senectute, selected Satires and Epistles of Horace, and the *Ars Poëtica*, the *Andria* of Terence, and the *Germania* of Tacitus.

Mode of daily recitation: Grammar, 15 minutes; careful reading, with questions upon the text, about 20 minutes; during the remainder of the hour, *reading at sight*.

Freshman Class: Hours per week, three.

1st, Latin Grammar, studied and reviewed; 2d, Weekly Exercises, selected and original; 3d, Ovid, 4 books; Horace, 1st Book of Odes; Livy, 40 chapters. Critical and sight reading as in the Sophomore Class.

Respectfully submitted.

A. P. MONTAGUE.

SCHOOL OF MATHEMATICS AND OF GERMAN

JAMES C. WELLING, LL.D.,
President Columbian University.

DEAR SIR: I have the honor to submit the following report of the work done in the departments of Mathematics and German during the year ending May 31, 1889:

Mathematics.

The exercises of the Freshman Class have been conducted by Professor Hodgkins, who has, in four hours per week, carried the class through the prescribed courses in Algebra and Geometry.

The Sophomore Class has devoted three hours per week to Trigonometry (206 pp.), and to Analytic Geometry (144 pp.) The principles of both subjects have been utilized and impressed by the solution of several hundred exercises.

The Junior Class has had three hours a week, in which time Taylor's Differential and Integral Calculus (236 pp.) has been twice worked through, supplemented by numerous original exercises.

The work of the Senior Class, two hours per week in Analytical Mechanics, was suspended in January.

Total number of hours per week, 12. Total number of students, 31.

The Freshman Class gave two hours a week to German, in which time they finished Sheldon's Grammar (84 pp.), going over it twice; wrote 54 English-German exercises, and read Ahn's "German Reader" (107 pp.), and Andersen's "Bilderbuch ohne Bilder" (73 pp.).

The Sophomore Class had two hours a week, in which time they recited Otto's "German Grammar" (292 pp.), wrote numerous exercises, read Hauff's "Das kalte Herz" (65 pp.), Schiller's "Der Neffe als Onkel" (71 pp.), Chamisso's "Peter Schlemihl" (54 pp.), and Fouque's "Undine" (42 pp.).

The Junior Class had two hours per week, in which time they recited Otto's "German Syntax" (105 pp.), wrote numerous exercises, and read Lessing's "Emilia Galotti" (130 pp.), Storm's "Immensee" (34 pp.), and five short modern stories by Heyse, Stölk, Boyen, and Werner.

The German Seminary, composed of advanced students and their friends, was continued through a part of the winter, in which "Undine" (85 pp.) was carefully read.

I devoted one hour a week to the young lady who was taking parallel College courses. She took the work of the fresh. and soph. classes, and read four books in addition.

Number of hours per week, 14.

Number of students, 27.

Giving a total of 16 hours a week in Math. and German.

General.

It was my pleasure to organize a course of three public lectures in German. The attendance, averaging 150 at each lecture, shows the interest in the city in the German language.

The work which I have done in connection with the library lecture courses and committees is familiar to you and need not be mentioned here.

My free hours have been devoted wholly to special work in my department, the results of which I trust may redound to the interests of the University.

Respectfully submitted.

J. H. GORE,
Professor of Mathematics.
Acting Professor of German.

SCHOOL OF FRENCH.

WASHINGTON, D. C., May 30, 1889.

To the President of the Columbian University.

DEAR SIR: I have the honor to submit the following report of the work done during the past year in the Department of French:

I. In the First Class of the Preparatory School the students have been drilled in pronunciation, thoroughly grounded in the fundamental principles of grammar, and introduced to the study of French literature. The class used Joyne's Otto's French Grammar, studying 143 pages. Thirty-two exercises were translated from English into French. Five books of *Télémaque* were read. A large amount of sight reading was done in addition to the passages assigned for careful translation at home. Three hours a week.

II. The Freshman Class in College were drilled in pronunciation, studied 53 pages of part second of Keetels's Collegiate Course, wrote 22 long and difficult exercises illustrating the principles of syntax, and read 140 pages of "*Le Conscrit*," all of "*Le Cid*," and all of "*Athalie*," a total of 280 pages. Two hours a week.

III. The Sophomore Class engaged in the critical study of syntax, learning 73 pages of Keetels, together with copious notes upon the article, and the subjunctive and conditional moods supplementing the text-book. Thirty exercises were translated into French. The class read Lacombe's "*Petite Histoire*" (168 pages), "*L'Avare*," and "*Esther*," a total of 328 pages. A large part of "*Le Voyage de M. Perrichon*" was translated by ear. Two hours a week.

IV. The Junior Class pursued the same course in Syntax and Composition as the Sophomore. The early history of the language was related in lectures. The class read "*Le Bourgeois Gentilhomme*," "*Horace*," "*Les Plaideurs*," "*Le Cid*," and "*Athalie*," a total of 405 pages. Two hours a week.

In all the classes as much time as possible has been devoted to *oral French* as a preparation for the practical use of the language. A very large number of dictations have been given. A great deal of sight reading has been done with the *best results*. Comparative Philology, while by no means ignored, has been kept in a very subordinate position.

Beside the above work I have done 11 hours of teaching in Latin and 3 hours in Greek per week in the Preparatory School, making a total of 23 hours per week.

In the French "Seminary," composed largely of teachers, we are reading "*Le Cid*," studying the Classic School of Dramatists, and devoting considerable time to the history of the language, the laws governing the change of words from Latin to French, and a study of the vocabulary in detail. One hour a week.

Very respectfully,

LEE DAVIS LODGE.

SCHOOL OF NATURAL SCIENCE.

WASHINGTON, D. C., May 28, 1889.

Courses of study in Natural Science in the *Columbian College* and work done during session 1888-89:

This department has three classes.

I. *Natural History* (highest), embracing lectures and recitations in Physiology, Zoölogy, and Geology. Time, 2 hours per week.

II. *Chemistry*, embracing lectures on general chemistry and laboratory

work, including Qualitative Analysis. Time, 4 to 6 hours per week, some students working even longer.

III. *Physics* (lowest), embracing studies in *Laws of Matter*, Pneumatics, Hydrostatics, Heat, Light, Acoustics, Electricity, &c. Special attention is given to the last-named subject. Time, 3 hours per week.

Most respectfully,

E. T. FRISTOE.

SCHOOL OF PHILOSOPHY.

The President of the Faculties is charged in this School with the instruction of the Junior and Senior classes in Psychology, Moral Philosophy, Natural Theology, History, Political Economy, Constitutional Law, and International Law. The instruction is mainly conducted by lectures delivered in the first hour of every day, and on both the first and second hours of Tuesday and Thursday in each week. The remaining hours of each morning are devoted to questions of administration relating to all departments of the University. The afternoon is devoted to correspondence—letters to be answered, running from one to twenty per day. The President is also charged with all correspondence during the vacation, except when, as on three occasions, he has been generously relieved of this task by one or another of his colleagues.

JAMES C. WELLING.

REPORT OF THE DEAN OF THE CORCORAN SCIENTIFIC SCHOOL.

WASHINGTON, D. C., May 28, 1889.

Courses of study and work done in the Corcoran Scientific School. Number of students during the year, 96. More than half of these are taking special studies. It is to be regretted that so many do not complete even these.

The following professors have had charge of the several departments during the year:

I. *English*: Prof. S. M. Shute. 3 classes. Time, 5 lectures per week. 22 students.

II. *Mathematics*, including Algebra, Geometry, Trigonometry, Analytical Geometry, and Calculus: Prof. H. L. Hodgkins. 3 classes. Time, 10 hours per week. 46 students.

III. *French*: Prof. L. D. Lodge. 3 classes. Time, 6 hours per week. 23 students.

IV. Prof. Henry Meier. 3 classes. Time, 6 hours per week, 23 students.

V. *Mineralogy*: Prof. Wm. S. Yates. Embracing a lecture course on General Mineralogy, and one on Determinative Mineralogy in the laboratory, by the blow-pipe. Time, 6 to 8 hours per week. 9 students.

VI. *Botany*: Prof. F. H. Knowlton. 1 class. Time, 2 hours per week. 4 students.

VII. *Astronomy*: Prof. W. C. Winlock. 1 class. Time, 2 hours per week. 4 students.

VIII. *Physics*: Prof. R. W. Prentiss. Embracing Elementary Mechanics, Pneumatics, Hydrostatics, Heat, Light, Acoustics, and Electricity. Nearly half the year is devoted to the last. 1 class. 2 hours per week. 14 students.

IX. *Civil Engineering*: Prof. F. R. Fava. Embracing Studies, Mechanics, Descriptive Geometry, Theory of Instruments, Surveying, including Railroad Surveying, Strength of Material, Bridges and Structures, Sanitary Engineering, &c. 3 classes. Time, 6 hours per week. 13 students.

X. *Drawing*: Prof. Harry King, embracing 2 classes. Time, 4 hours per week. 27 students.

XI. *Chemistry*: Prof. E. T. Fristoe, 2 classes, *one* a lecture course in general chemistry. Time, 3 hours per week.

The other in analytical and practical chemistry. Time, about 18 to 20 hours a week in the laboratory in the evening, some working also in the day. Seventeen (17) students entered the laboratory this session, a few staying only a few months. Students in both classes, 35.

There were no students to form classes in Meteorology and Zoölogy. I would suggest we get, if possible, a course on Geology.

Many improvements might be made if we had larger means.

Most respectfully,

E. T. FRISTOE,
Dean.